

EFFECT OF VISUAL PROMPTING TECHNIQUE IN THE INTERVENTION ON REPORTING SKILLS AMONG FEMALES WITH MILD INTELLECTUAL DISABILITY

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ABSTRACT

This study was conducted to evaluate the effect of visual prompting technique when used as an antecedent in imparting the skill of reporting among 30 females with mild disability. The participants were given intervention about the reporting skills. Quasi experimental design was used. The result can be interpreted to conclude that the visual prompting technique was more effective in imparting skill of reporting among females with mild intellectual disability.

KEYWORDS: Intellectual Disability, Reporting, Females, Visual Prompting Technique & Abuse

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INTRODUCTION

All people of all ages with intellectual and developmental disability are at risk of sexual abuse (Tang, Levy & Butler, 1999). Lack of understanding about sexuality may increase the risk of abuse (Cheng, Urdu, 2002). Poor understanding may be due to lack of information, or the inability to process information offered. Abuse is often underreported because the abused person may not be able to adequately describe an incident or the offender (Tang and Lee 1999). A girl with a disability is two times more likely to be sexually or physically assaulted than girls without disabilities. One of the reasons why women with disabilities are at such high risk of being abused is the attitude that society holds towards them. Women are generally seen as objects of aggression and control and when a woman has a disability she is an easy target for abuse.

Feelings of guilt, helplessness and lack of communication skill combined with a fear of how those closest to them will react and of the perpetrator's threats are the most common reasons, why the intellectually disabled women and often adults important to them who are aware of the abuse, do not report the abuse and seek help. In 80 percentages of the cases, sexual perpetrators are known to them and mostly they are the care takers. The perpetrators use many methods to keep the intellectually disabled silent by bribes, threats, emotional blackmail and physical abuse.

OBJECTIVES

- To study the level of awareness among the females with mild intellectual disability on reporting of abusive situation

- To evaluate the effect of visual prompting technique in intervening the concept of reporting skills

Reporting Skills through Visual Prompting Techniques

Visual (video clippings) and concrete (picture booklet) examples have been identified as the most appropriate and effective forms of delivering sexual education. The use of videos, slides, drawings, and role plays are all examples of strategies which are useful in this area (Baylis 1992). The components such as to whom they have to report, How to report, importance of reporting, how to communicate with others, to whom they have to trust and different modes of reporting were intervened clearly through video clippings in step by step manner followed by picture booklet.

METHODOLOGY

Thirty females with mild intellectual disability belonging to the age group of 14-25 years were selected for this study using stratified random sampling method. In this study quasi experimental design was used. What if situation was created, a situation was created with the help of normal girls dressed up as male. The response of the samples was noted to see whether they are reporting to others or not, about the situation they faced. Intervention was given through visual prompting techniques. Reporting skills were explained through video clippings followed by picture booklet which replicates the video. In video clippings each and every activity was clearly explained by audio in regional language likewise in picture booklet also the activities were clearly explained in regional language. After three months of intervention post test was conducted by creating “what if situation”. Collected datas were analyzed.

RESULTS AND DISCUSSIONS

Analysis of Mean Scores of Reporting Skills

The scores of skill of reporting among females with mild intellectual disability were assessed initially as well as after the intervention through visual prompting technique for a period of three months. Pre test and post test scores were analyzed and the results have been given in table

Table 1: Mean and S.D's of Pre and Post Test Scores on Reporting Skills

Area	No	DF	Testing	Mean	S.D	T Value
Reporting	30	29	Pre Test	4.13	3.12	5.27**
			Post Test	7.30	2.29	

****Significant at 1% level**

From the above table it is evident that the ‘t’ value is 5.27 for reporting skills among females with mild intellectual disability, which is statistically significant at one percent level. The table indicates that the mean scores on reporting differed significantly before and after intervention. Therefore the null hypothesis stated as *“there is no significant difference in the mean scores of reporting skills before and after intervention”* is rejected. Hence it is inferred that visual prompting techniques improved the reporting skill among females with mild intellectual disability.

CONCLUSIONS

Abuse is often underreported because the abused person may not be able to adequately describe an incident or the offender (Tang and Lee 1999). Women with intellectual disabilities have a wide range of abilities and disabilities, mostly; they have difficulties in learning and understanding when compared to the normal. Overprotection often increases the risk of abuse. Lack of knowledge, consistent over observance, limited insolence and undifferentiated trusting were the frequent by-products of this protected lifestyle. Hence the intervention on reporting skill through visual prompting technique was

considered important in improving the skill of reporting.

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